

Academic Perspectives of Textbooks at the University of Canterbury

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Executive Summary

This survey of academic staff at the University of Canterbury has revealed a discrepancy between current academic practice in textbook use and student/publisher practices. More specifically, academics practices within UC are based predominantly on traditional print textbook models, while students and publisher practices are based on e-textbooks. For example, academics are keenly aware that many students find the cost of textbooks prohibitive and rely on library access as an alternative for students who cannot purchase the textbook. However, academics do not often take the cost of textbooks for the university library into consideration in their selection process. This suggests that academics are unaware that as the textbook industry pivots to the provision of e-textbook, the predominant publishing models make library provision of textbooks significantly more expensive and, in some cases, unaffordable.

The results of this survey suggest the library needs to better articulate the burgeoning difficulties in continuing to provide adequate alternative textbook access, as well as provide alternative options such as open textbooks. The majority of academics reported perceiving benefits in the open textbook model, with the most common being accessibility and affordability for students, but were unsure where to look for open textbooks. Concerns were also raised about sourcing current, relevant, high-quality open textbooks, suggesting the library can support open textbooks uptake by assisting with the sourcing and/or resourcing of appropriate works.

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Introduction

Demand for electronic textbooks has grown in recent years, with publishers offering highly expensive but increasingly restrictive user licenses that limit simultaneous access and restrict downloads. The swift pivot to online teaching during the 2020 lockdown in response to COVID-19 intensified this demand, with the price and restrictive licenses of e-textbooks making it difficult for the UC Library to provide adequate textbook access.

The goal of this research was to investigate academics' use and perceptions of textbooks:

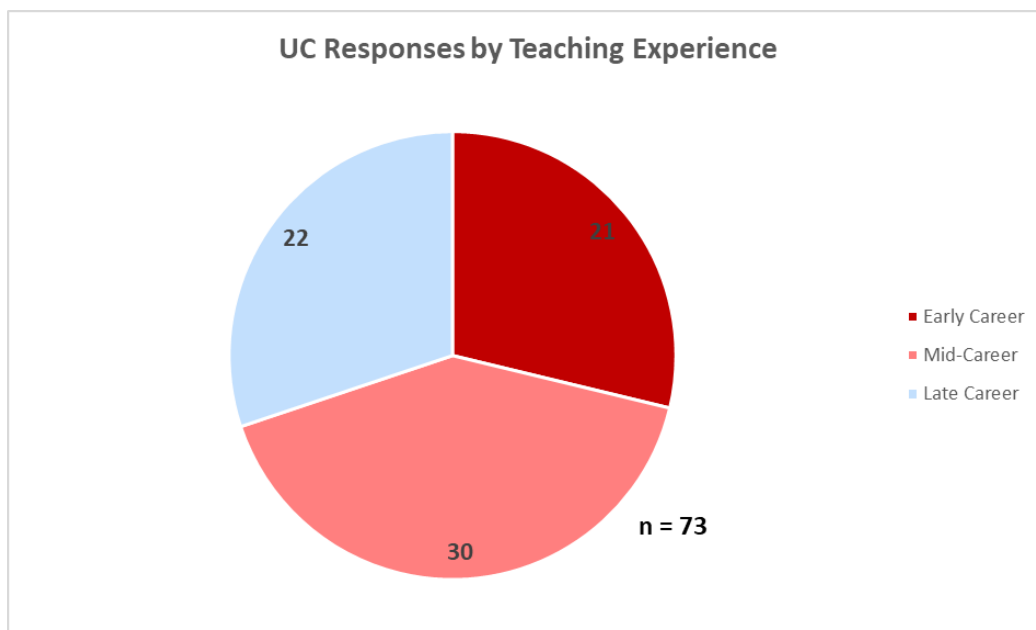
- canvas current practice
- gauge the impact of COVID-19 on academic perceptions of current practice, and
- identify challenges and opportunities in promoting the use of open textbooks.

This project builds upon studies conducted by teams at the University of Otago in 2015 and Otago Polytechnic in 2019, which focussed on student perceptions and experiences of textbooks and found that textbooks costs impact students' choice of courses and academic achievement (Brown et al., 2020; Stein et al., 2017).

A survey with 18 questions was developed using Qualtrics software and promoted nationwide to staff teaching in tertiary institutions. At UC, Subject Librarians promoted the survey to academics in their disciplines. It was also promoted via the UC Twitter account and the Library Committee. The survey opened on the 7th September and closed on 11 October 2020.

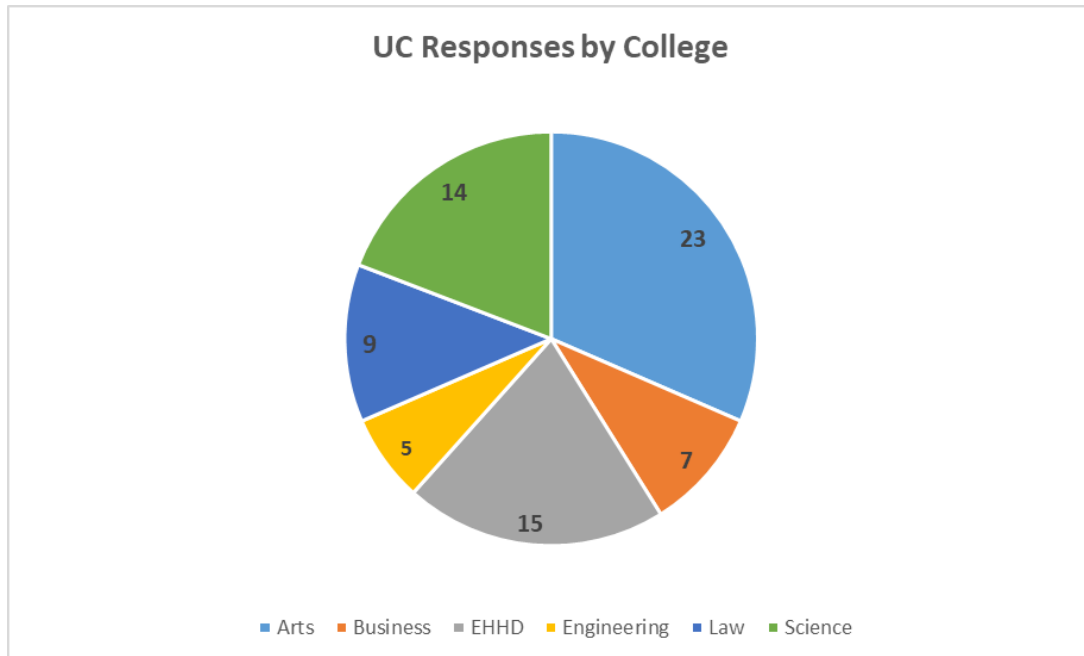
73 unique respondents identified their institution as the University of Canterbury and these responses have been analysed separately to gain insight into local practice. The respondents identified their teaching experience, with the distribution being evenly spread across early (0-10 years), mid (10-19 years) and late career (20 years plus).

Figure 1.



Responses were not so evenly distributed by College (NB. respondents identified their discipline, rather than College. The College association was inferred from discipline data).

Figure 2.



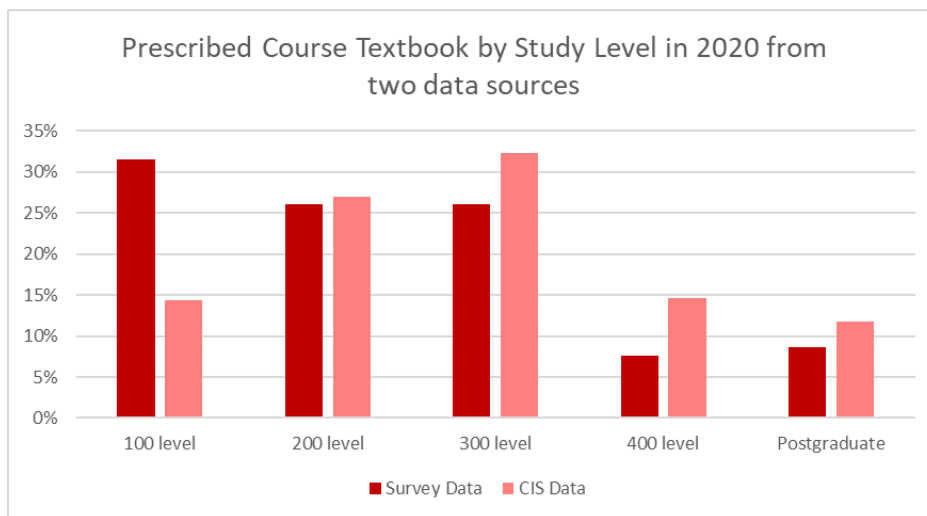
The sample includes a low response from the College of Engineering, as the survey was not promoted to academics until late in the survey period. The comparatively low responses from the College of Engineering preclude including Engineering in a number of College-specific analyses, as it is impossible to have confidence that the small sample is representative of the College in general. Responses from the College of Business and Law have been split into Business and Law, in anticipation of the imminent separation of this College into two.

Results

Use of Textbooks

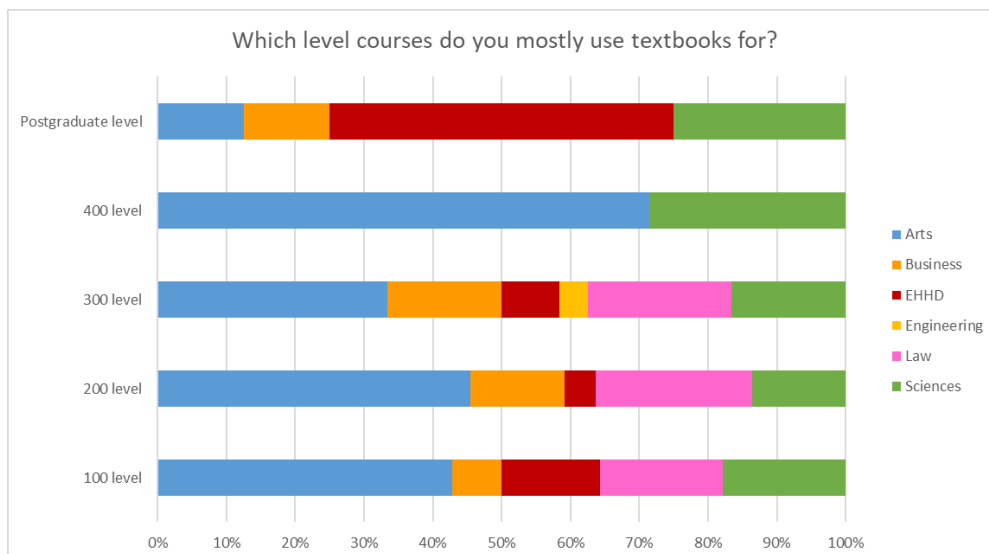
Academics reported mainly using textbooks in undergraduate courses, with slightly more in 100-level courses (See Figure 3). Interestingly, analysis of data gathered from the University's Course Information System found that textbooks were associated with more 200 and 300-level courses, than 100-level, as well as significant usage in 400-level papers and postgraduate courses.

Figure 3.



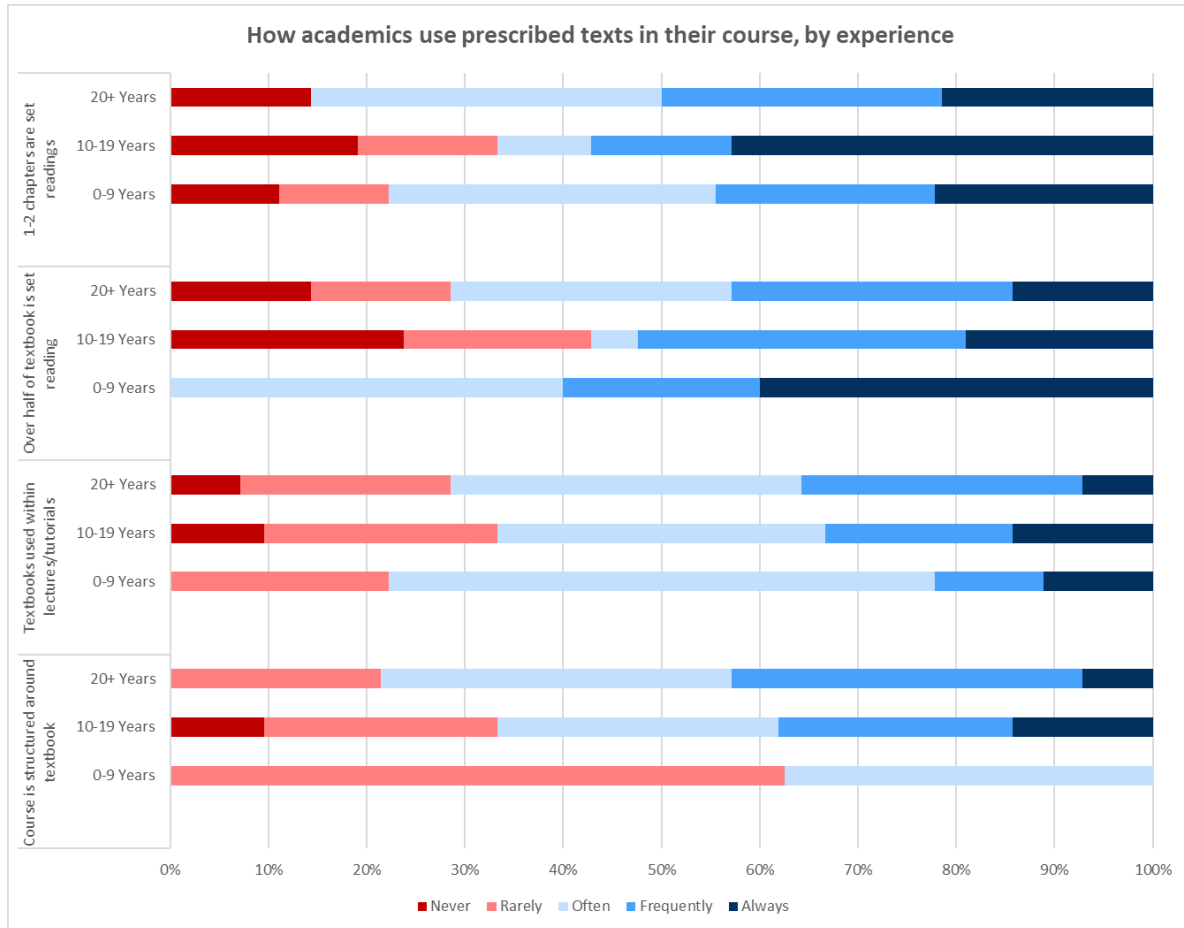
The Course Information System data is likely incomplete, with textbook data found in multiple fields within the system as well as redirects to course outlines on LEARN. However, looking at survey responses in terms of college (see Figure 4), textbooks are in much greater use in postgraduate courses in the College of Education, Health and Human Development than for any other level of study and for any other College.

Figure 4.



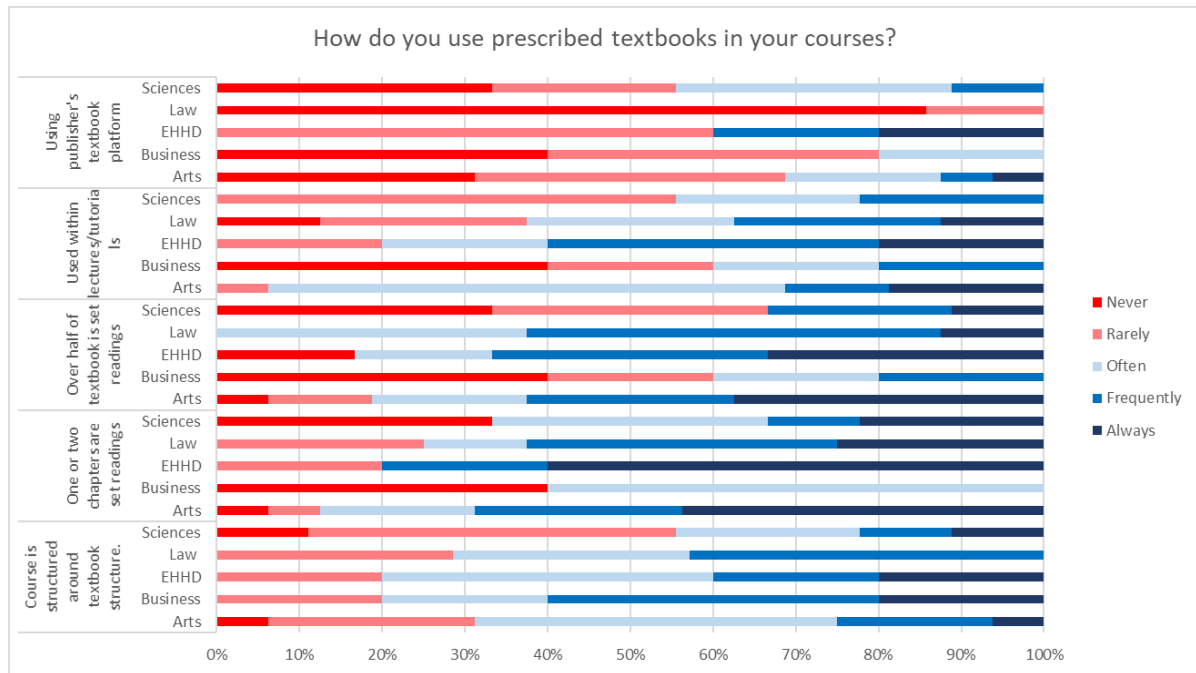
Mid or late career reported more frequently structuring courses around textbooks, whereas early career academics reported being more likely to set over half of a text as a set reading (See Figure 5). The frequency with which academics reported only using 1-2 chapters from a set text confirms the findings in Stein et al. (2017) and Brown et al. (2020) that students often decided against purchasing set texts in case little content was used within the course.

Figure 5.



When considering the data by college affiliation (See Figure 6), it is notable that College of Science academics report using only 1-2 chapters and rarely using over half the textbook. They also report rarely structuring the course around textbook. Law, EHHD and Arts all report regularly using textbooks within lectures and tutorials. The School of Law is the only college that reports never or rarely using publishers' textbook platform, while the use of publisher platforms seems to have made the most inroads into the School of Education, Health and Human Development.

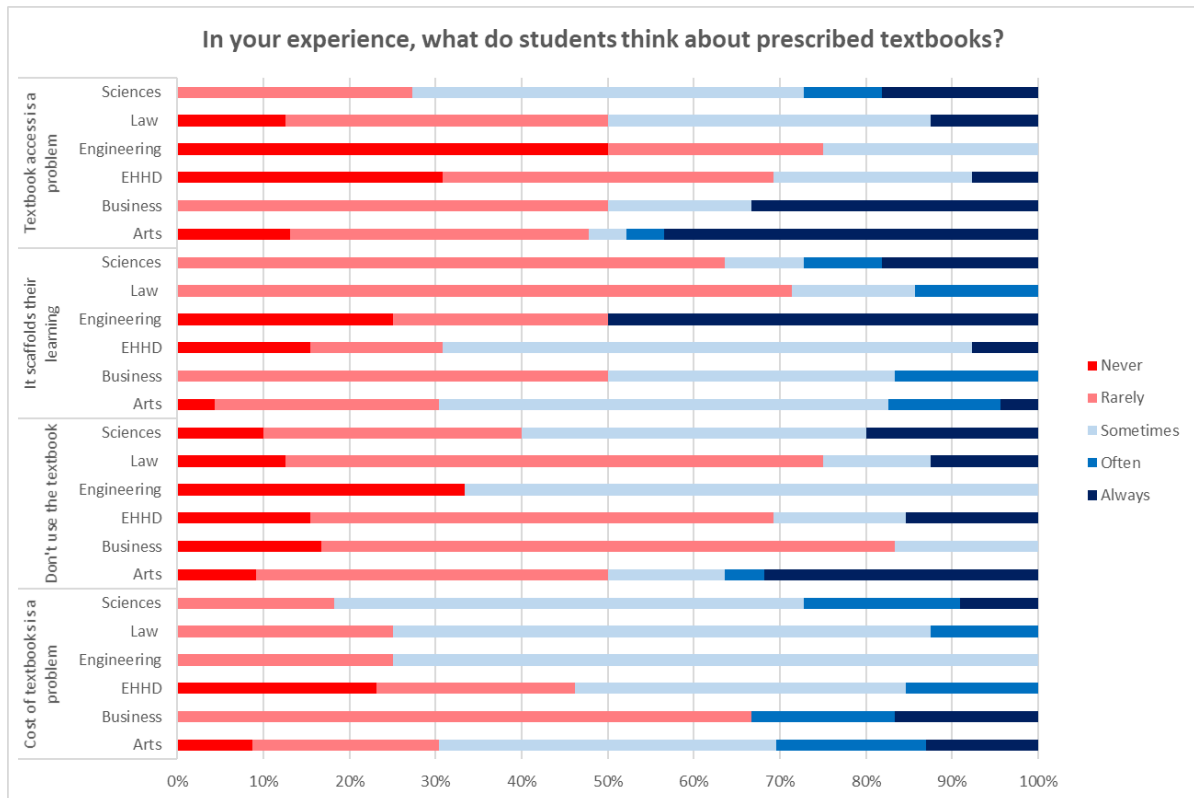
Figure 6.



Perceptions of Students' Textbook Experiences

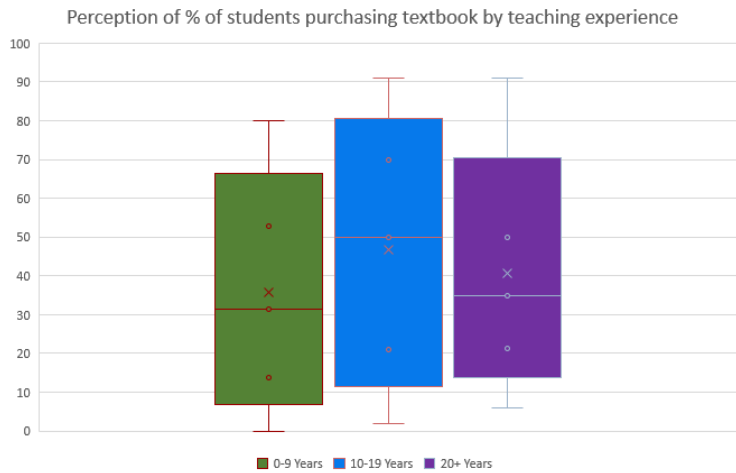
Most academics reported that students had greater issues with the cost of textbooks than access, although respondents from the School of Business and the College of Education, Health and Human Development perceived cost as being less of an issue for students. Respondents from these colleges also reported in greater numbers that students found textbooks scaffolded their learning. Interestingly, academics from the School of Business saw access to textbooks, rather than cost, as the bigger issue for students.

Figure 7.



We asked academics to estimate what percentage of students purchase textbooks, speculating that early career researchers may be more aware of the decreasing numbers of students purchasing textbooks. This speculation is somewhat validated by the data (see Figure 8), but the large range of responses within each group's responses suggests that academics are not sure whether students are purchasing the textbooks.

Figure 8.

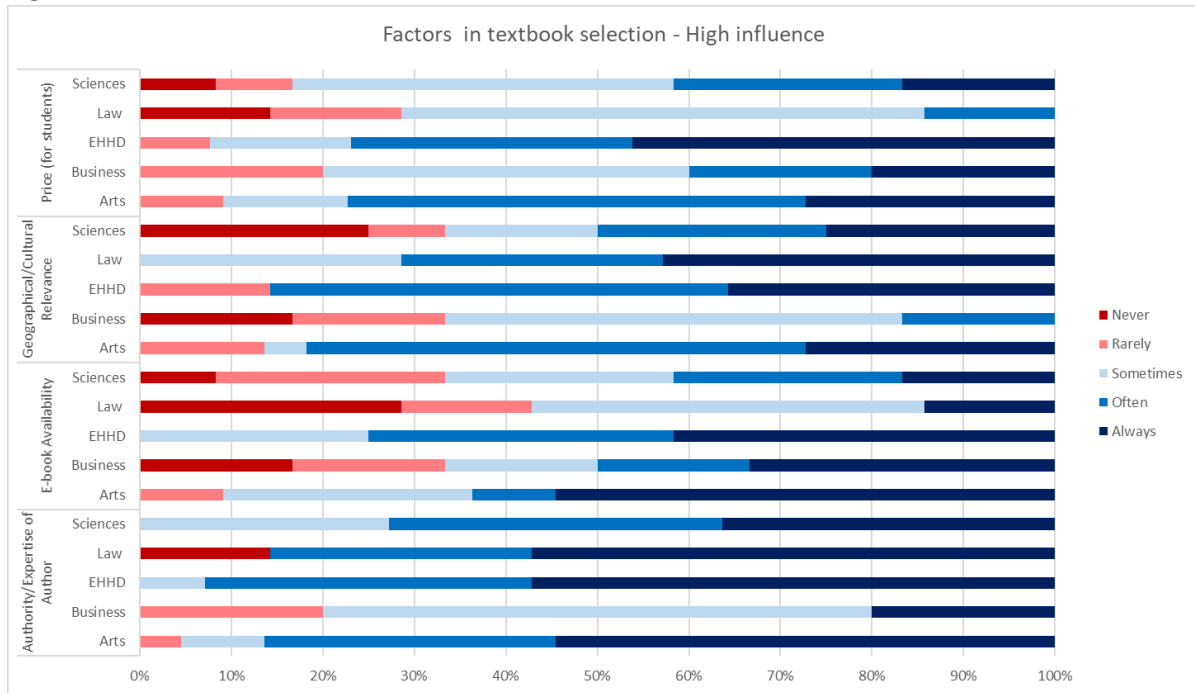


Selection of Textbooks

Authority, cost for students, and culturally/geographically relevant content were reported by academics to be the most influential factors in selecting a textbook, after content (See Figure 9).¹ Geographical/cultural relevance were particularly influential factors for academics from the School of Law, the College of Education, Health and Human Development, and the College of Arts. Notably, cost for students and e-book availability were of less importance to academics from School of Law, whereas e-book availability was of great importance to the College of Education, Health and Human Development.

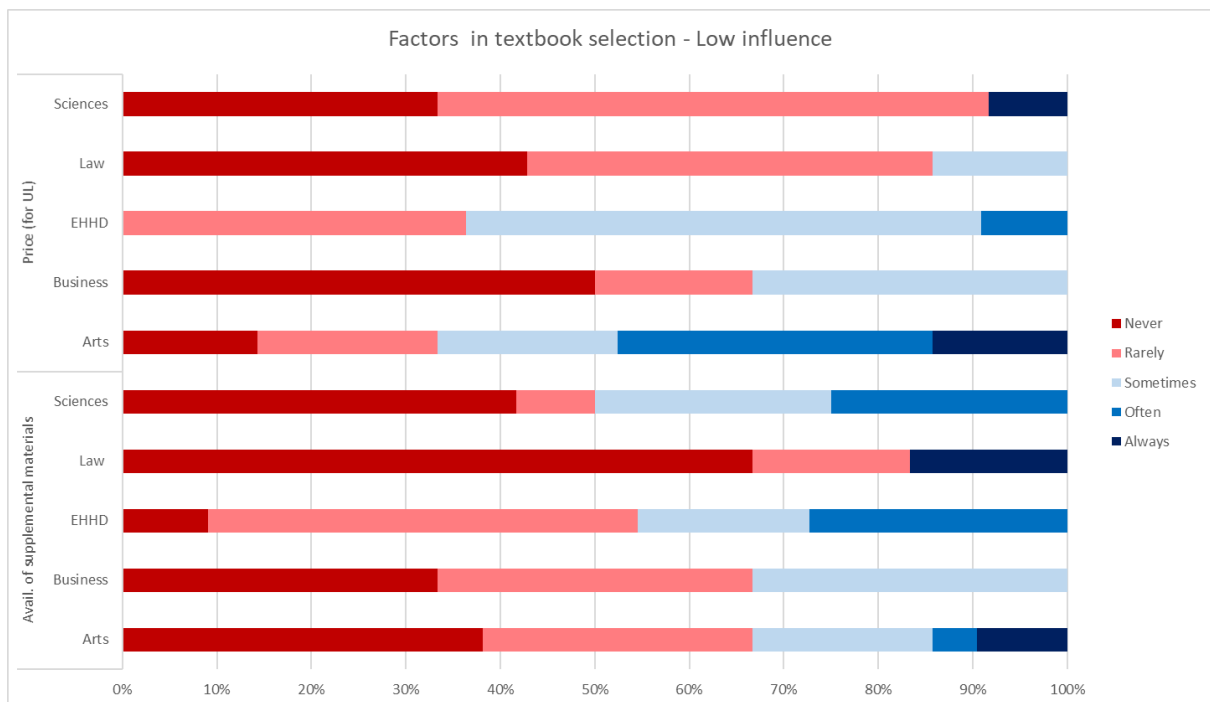
¹ Almost all respondents considered content as the most important factor so this factor has not been included in the graph. Note also that College of Engineering data has not been included due to the low number of respondents.

Figure 9.



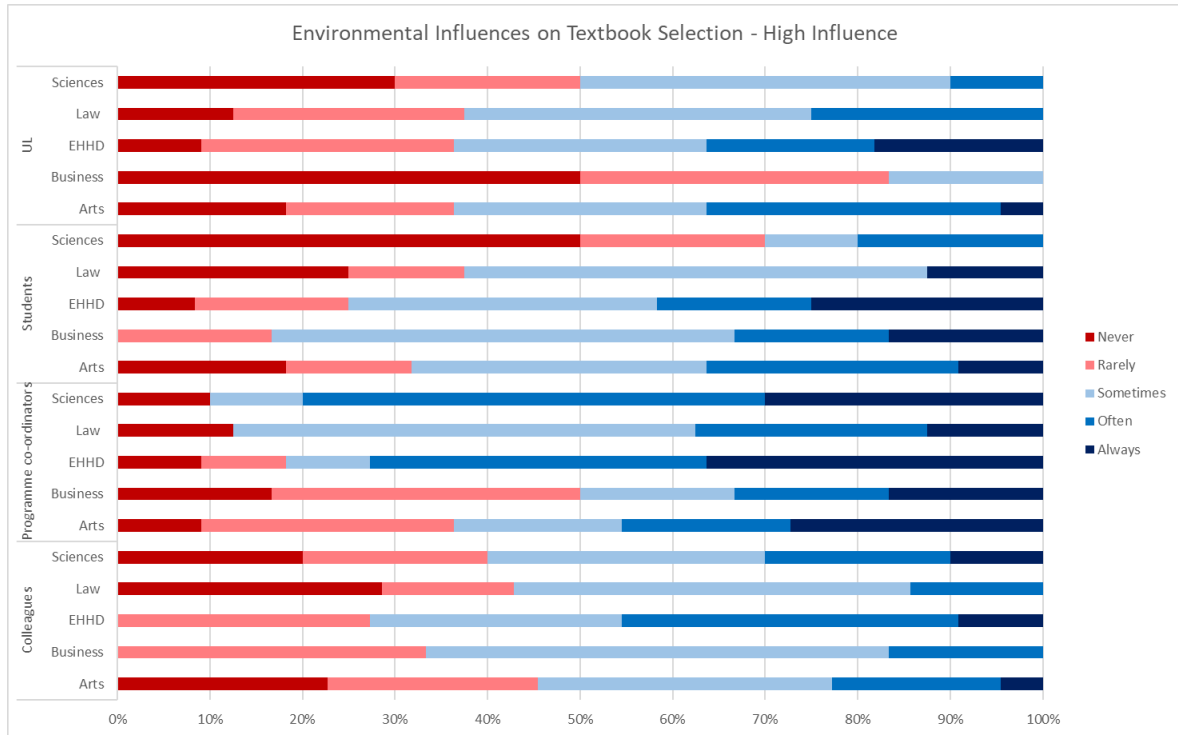
While the cost of textbooks for students is considered by many academics in textbook selection, the cost for the university library is not as significant a factor, with the exception of academics from the Colleges of Arts and Education, Health and Human Development (See Figure 10). Academics from the College of Education, Health & Human Development and the College of Sciences were the most likely to consider the availability of supplemental materials provided by textbook publishers in textbook selection.

Figure 10.



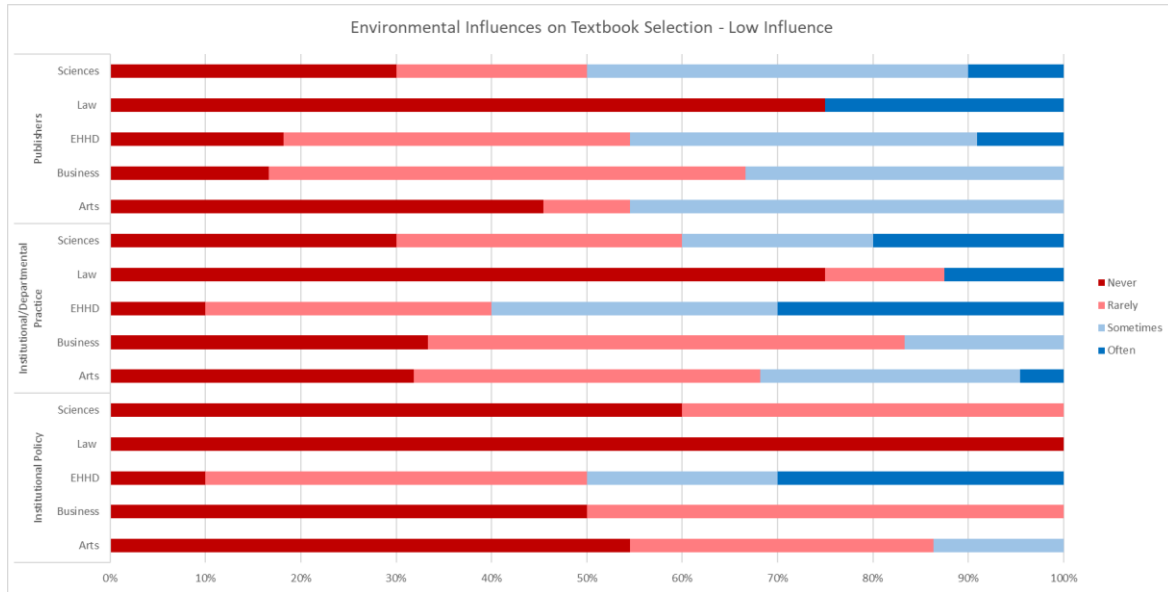
We also asked academics about factors impacting textbook selection beyond the features of a specific book; what might be called environmental factors. Programme coordinators, colleagues, students and the University Library all had comparatively high influence, although the University Library had noticeably less influence for the School of Business (See Figure 11).

Figure 11.



Publishers were reported as having greater influence in the School of Law, but were still not an important factor for most respondents. Departmental and/or institutional practice were not seen as significant factors, but had greater influence in the College of Education, Health and Human Development.

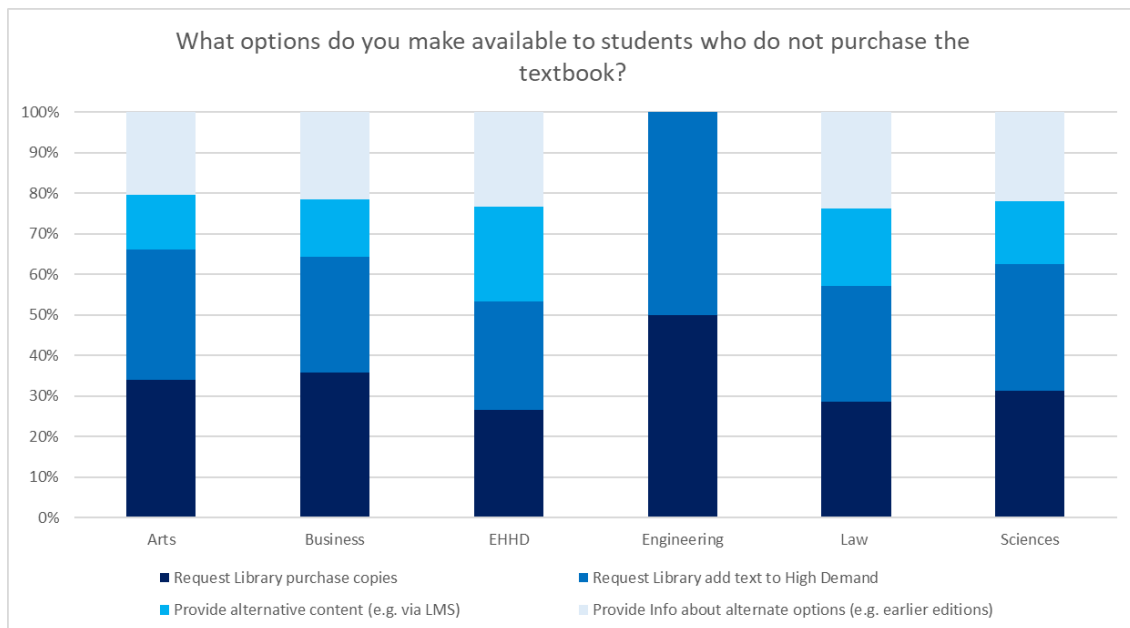
Figure 12.



(Nb. No academics reported “Always” considering these low influence factors.)

Academics were asked about alternative options they made available to students who do not purchase the textbook, and the options reported largely relied on library access. For example, the predominant alternatives offered by academics to students who cannot purchase the textbook is to request the library purchase copies and/or place copies on High Demand² (See Figure 13).

Figure 13.



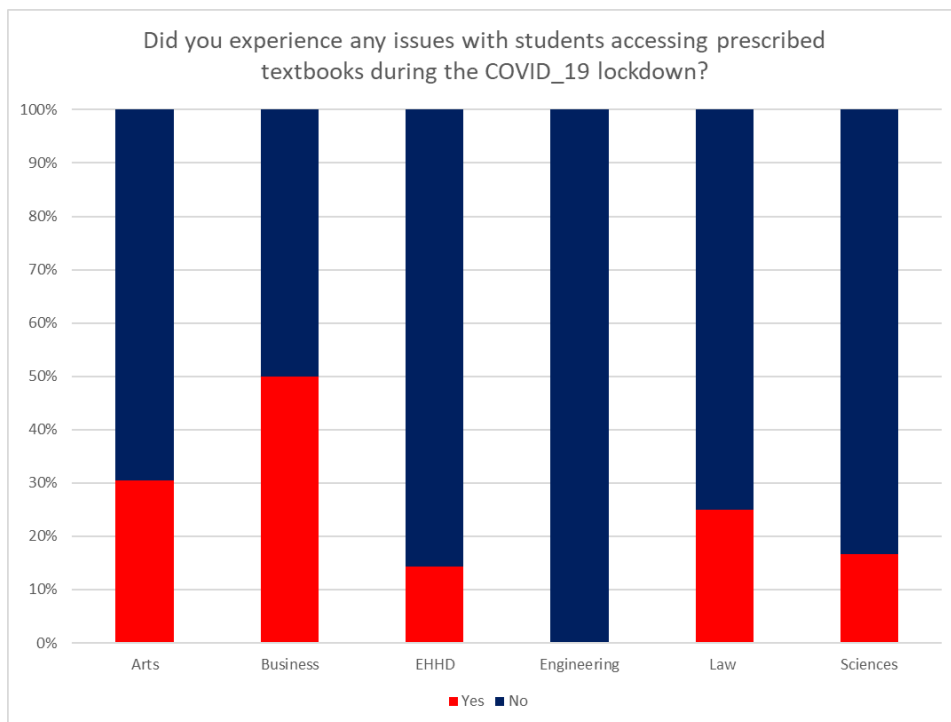
² High Demand is a short-term loan system that ensures faster circulation of books.

Other options utilised include providing alternative content (e.g. via the Learning Management System) or providing information about earlier editions. Some academics offered other options, including advising students to rent e-books, asking publishers for a desk copy to remain with the programme co-coordinator for consultation, providing information about cheap used copies (this respondent also indicated they “buy texts from students and resell them to students at a competitive rate”), and providing detailed lecture materials.

Textbook Issues during Lockdown

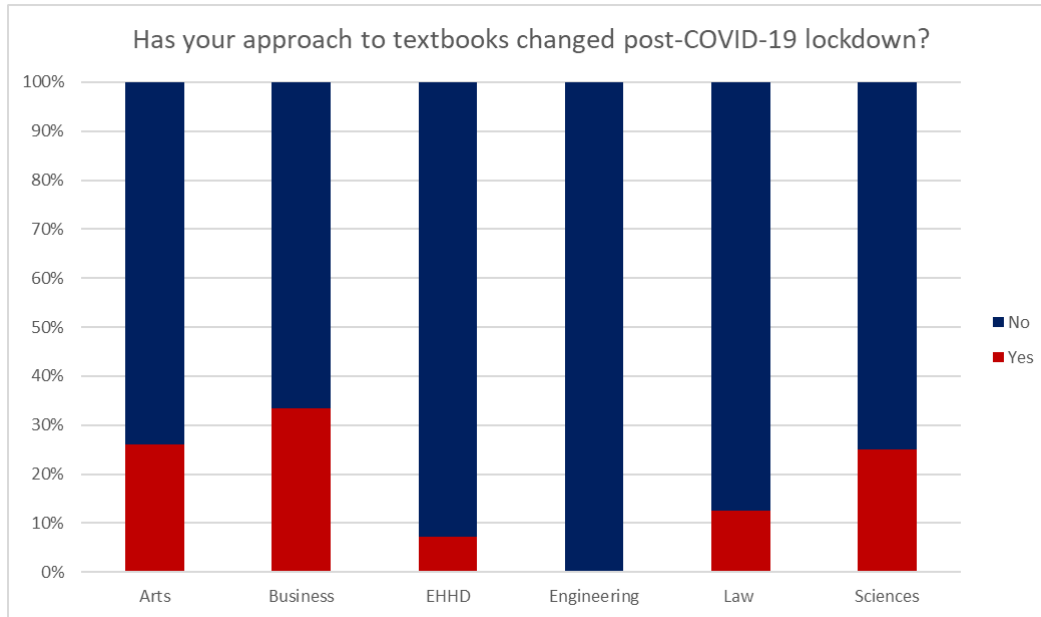
24% of academics reported experiencing issues with students accessing prescribed textbooks during the COVID-19 lockdown, with 50% of academics from the School of Business and 30% of academics from the College of Arts reporting issues (See Figure 14).

Figure 14.



The biggest issue reported was students being unable to access textbooks that were only available in print, but the second biggest issue reported was limited access to e-textbooks (e.g. the library licenses to e-textbooks only allowed for three users to access an e-book at a time and/or limitations on how much content students could download/print). Notably, one College of Business academic reported having overseas students who could not access websites to purchase e-books.

In total, 19% of respondents reported that their approach to textbooks has changed post-COVID-19 lockdown (see Figure 15), with over 30% of academics from the School of Business and over 25% of College of Arts academics reporting a change in approach.

Figure 15.

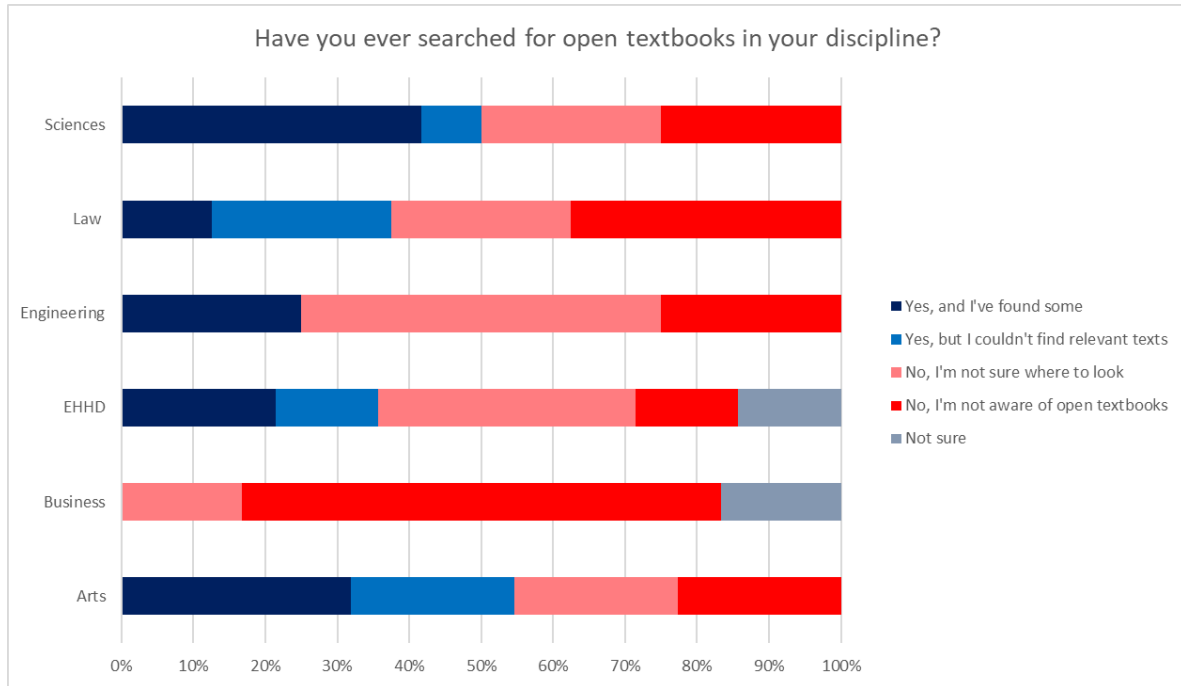
The most common change mentioned was ensuring e-textbooks were available via the library, with one Arts academic saying “Now I will ONLY use a textbook if there is an e-book option AND the librarians say that the price/access/interface are all value for money (all things considering).” Other changes mentioned were ensuring affordable e-versions were available for students.

Perceptions of Open Textbooks

Many academics reported having found open textbooks,³ although not knowing where to find open textbooks was a significant issue for academics from every college (See Figure 16). The School of Business had the least awareness of open textbooks, with none of the academics reporting having looked for open resources. The Colleges of Sciences and Arts reported the greatest experience with searching for open textbooks. Appendix 2 details open textbooks already in use at UC, as reported by academics or found in CIS data.

³ In mid-2020, UC Library curated a [sample of useful repositories](#) for college and promoted this resources within the university.

Figure 16.



The majority of academics reported perceiving benefits in the open textbook model, with the most common being accessibility and affordability for students. Seven respondents highlighted conditional benefits for open textbooks, dependent on currency, relevancy, quality, and NZ content. Nine respondents did not see benefits in the open textbook model, mostly expressing scepticism that free textbooks would be available for their course that were appropriate and of sufficient quality.

UC practice compared to other NZ universities

The UC data was compared with data from all other NZ university academics and it seems that textbook practice, experience of the impact of lockdown on textbook access and knowledge of open textbooks is similar across New Zealand universities.

Discussion

The discrepancy between self-reported use of textbooks and the incomplete data on the Course Information System (CIS) points to the idiosyncratic approach to textbooks employed across the University. Courses in the College of Engineering and College of Science routinely do not provide textbook information via the CIS, directing students to course outlines on LEARN. This prevents students from planning for the cost of textbooks when choosing courses and also makes it difficult for the library to ensure it has copies of all textbooks currently in use.

Textbook publishers are increasingly marketing learning platforms to academics as teaching solutions. For example, Cengage has been promoting MindTap as a one-stop shop for academics and students, with textbook access, supplemental materials (e.g. quizzes), and assessment, offering both individual subscriptions and institutional licenses with an EFT-based subscription model. For this reason, the survey asked academics to rate how often they “use[d] publisher’s textbook platform, including supplemental materials for activities.” While most academics reported this was not how they used textbooks, it is more of a factor for EHHD and Science academics. It would be useful to resurvey academics to understand the appeal of such products and exactly how they are being used, as it has the potential to have a significant impact on library textbook purchasing. The risk is that if enough courses require students to purchase access to these external learning platforms, universities will be under pressure to buy expensive site licenses to a product that offers some of the same functionality as Ako | Learn.

The wide range of responses from academics regarding the percentage of students who purchase the textbook indicates that academics are routinely setting textbooks but are not sure how many of their students actually purchase textbooks. Given the reliance on library provision of alternative access to textbooks also indicated in the survey responses, this indicates that academics’ practice is based on the norms of the traditional print textbook models that allowed libraries to provide cost-effective alternative textbook access and made possible a second-hand textbook book market.

However, with the pivot to online learning and students’ expectations of seamless online access to information resources, the textbook market is increasingly electronic. E-textbook publishing models are significantly different to traditional print textbooks with textbook provision exceedingly, if not prohibitively, expensive for library and strict limitations on how many students can use an e-book at a time, and how many pages they can download. These licensing restrictions have consequences for teaching practice in the university, since the use of textbooks within classes and tutorials is very common. While e-textbooks are usually cheaper for students to purchase than print, e-books cannot be resold and the price does not include the cost of electronic devices. The textbook market exemplifies the “principal agent problem” because the person selecting the textbook (the academic) is not the person purchasing the textbook (the student and/or the library) (NPR, 2016). Essentially, when academics select a textbook for a class they are also selecting how much students and the university library will spend on textbooks.

The issue that the library must address is ensuring academics are aware of the cost/access conditions of e-textbooks and supporting academics in sourcing educational resources that best meet students’ needs at an affordable price. For example, the finding that many academics set a prescribed text but use only 1-2 chapters of the texts as readings confirms students’ reported frustration at purchasing textbooks that were barely used in classes (Brown et al., 2020; Stein et al., 2017). Where only one or two chapters are required, this information need should be able to be met through linking to library-provided readings on LEARN without suggesting students should purchase

such texts. But given the financial implications for the university and for students, university policy or guidelines regarding the use of textbooks is desirable.

Considering the workload and financial impacts for UC Library during lockdown, the numbers of academics who reported experiencing issues with textbook access may be surprising. On the one hand, it suggests that textbook access was not a big issue for academics but it may also suggest that the Library did a good job of pre-emptively mitigating the impact of lockdown on textbook access. If the latter is true, this makes it more difficult to convincingly use the lockdown experience as a justification for a pivot to open textbooks. Nonetheless, the finding that almost a quarter of academics experienced issues, with around 20% wishing to change their approach to textbooks, suggests that the lockdown experience has revealed to some academics the shortcomings of current textbook publishing models. The biggest takeaway for academics who experienced issues was that textbooks need to be available as e-books, regardless of the publishing model.

The University's post-COVID promotion of "start online, finish on-campus" to international students will only intensify the demand for electronic resources. Academics reported in the survey that international students were unable to purchase e-textbooks in some cases because they could not access the website. The impact of complex e-book licensing on individual textbook purchases adds further weight to the argument adopting open textbooks.

Most academics were aware of open textbooks, but there is particular work to be done to raise the profile of open textbooks in the School of Business. Academics also provided details about open textbooks already in use in courses – these are detailed in Appendix 2. A number of the books are hosted on private websites or educational websites, but appear to have been published by Springer, calling into question whether they are legal open textbooks. This suggests the Library also has work to do in supporting academics in understanding and navigating copyright requirements. The majority of academics reported perceiving benefits in the open textbook model, with the most common being accessibility and affordability for students, but were unsure where to look for open textbooks. Concerns raised about sourcing current, relevant, high-quality open textbooks suggest the library can support open textbook uptake by assisting with the sourcing of appropriate works. There is particular scope to promote open textbooks in disciplines that do not require culturally and/or geographically specific texts. For disciplines that do require texts with New Zealand-specific content, consideration needs to be given to how the Library can support the adaption or creation of open texts. Given the similar textbook practices reported at all New Zealand universities, it makes sense for New Zealand libraries to collaborate in this area.

Recommendations

- The Library should promote the adoption of open textbooks across the university, offering support in sourcing high-quality, relevant textbooks. Given Catapult courses have been identified as key 100-level courses in predicting student retention and success, focussing on the adoption (or adaption/creation) of textbooks for Catapult courses would have the broadest impact in demonstrating the value of open textbooks.
- There is particular scope to raise the profile of open textbooks in the School of Business, given that this school reported experiencing the most issues with textbook access during lockdown but also the lowest awareness of open textbooks.
- The Library should raise the issue of e-textbook access for international students at UC studying online as a consideration at the course planning level (e.g. during the Aropapaki redesign process).

- Initiate discussions with the College of Science, School of Law and School of Business, areas of the University who reported less consideration of the cost of textbooks for the library, regarding issues with current textbook publishing models.
- The Library should support the adaption or creation of open textbooks. Measures to achieve this include sharing expertise on navigating copyright and open textbook platforms, facilitating the creation of open textbooks (with infrastructure, e.g. the UC Research Repository), and funding publication (where it is more cost-effective than licenses with big publishers).
- The selection of textbooks has a direct impact on university expenditure and student experience; this is a strong case for development of a university-wide policy or guidelines regarding textbook selection.

Conclusion

This survey found that academic practices at the University of Canterbury are based predominantly on the traditional print textbook market, which is vastly different to the e-textbook landscape the Library now navigates to meet the needs of students. Academics rely on library provision of textbook access as an alternative for students who cannot purchase the textbook, but do not often take the cost or publishing model of textbooks for the university library into consideration in their selection process. This suggests that academics are unaware that as the textbook industry pivots to the provision of e-textbooks, the predominant publishing models are making it increasingly difficult for the Library to provide suitable and cost-effective textbook access.

Academic practice will not change unless there is an understanding of how the current practices often no longer meet student needs and are contributing to mushrooming costs for the university. The Library needs to better communicate to academics and university management the burgeoning difficulties in continuing to provide adequate alternative textbook access. It must also promote and support alternative options, especially the adoption, adaption and creation of open textbooks.

References

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Appendices

Appendix 1: Survey Questions

Academic Perspectives of Textbooks

Start of Block: Participant information sheet

Academic Perspectives of Textbooks

Do you use prescribed textbooks in your teaching? What factors influence your textbook selection? Did you experience issues with using textbooks during the COVID-19 lockdown?

This study seeks to investigate New Zealand academics' use of and perspectives of prescribed textbooks. By canvassing current practice in tertiary settings and the impact of COVID-19 lockdowns on practice, this study will support New Zealand university library practice in appropriate textbook provision.

What is a 'prescribed textbook'?

For the purposes of this survey, a prescribed textbook is: set as a "required," "prescribed" or "essential" resource for students enrolled in your courses either print or electronic.

A prescribed textbook does not include: optional texts/textbooks 'course readers' or 'course packs' (which you might pay for but this only covers the cost of copying) This project builds upon studies conducted by teams at the University of Otago in 2015 (Stein, Hart, Kearney & White, 2017) and Otago Polytechnic in 2019 (Brown, Bajaj, & Luo, 2020), which focused on student perceptions and experiences of textbooks. This anonymous online survey adapts questions developed in these projects' surveys and licensed under a Creative Common attribution license for reuse.

This survey should take approximately 10 minutes to complete. Participation is voluntary, and you may leave the survey at any time. There are no mandatory questions.

UC Library will be responsible for safe data storage. The raw survey data will be held on a secure drive until any survey software-generated identifying data (i.e. IP addresses) has been deleted. The fully anonymised dataset will be made publicly available via Figshare for other researchers. The results of the project may be published, but you may be assured of the complete confidentiality of data gathered in this survey.

Should you wish to obtain a copy of the research report, there will be an opportunity to request this upon completion of the survey. This project has been reviewed and approved by the University of Canterbury Educational Research Human Ethics Committee, and participants should address any complaints to The Chair, Education Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

Contact for this survey is fiona.tyson@canterbury.ac.nz

End of Block: Participant information sheet

Start of Block: Consent form

Consent Form

Please click on each of the statements below to confirm your consented participation

- ☐ I have been given and have understood an explanation of the research project.
- ☐ I have read the Participant Information Sheet (the first page), and understand the nature of the research and why I have been invited to participate.
- ☐ I understand that participation is voluntary and I may exit the survey at any time.
- ☐ Raw survey data will be stored on a secure drive for 10 years. However in the ethos of open practices de-identified data (i.e.with IP addresses removed) will be made publicly available via Figshare.
- ☐ I understand that I can contact the researcher fiona.tyson@canterbury.ac.nz for further information. If I have any complaints, I can contact human-ethics@canterbury.ac.nz
- ☐ I understand I can request a summary report at the end of the survey via the separate report option link
- ☐ By proceeding and clicking ---> it will be understood that you have read the above information and consented to participate and your data can no longer be withdrawn from the study

End of Block: Consent form

Start of Block: Demographic Questions

How many years have you been teaching tertiary level courses?

- ☐ 0-9 years
 - ☐ 10-19 years
 - ☐ 20 years +
-

Which tertiary institution do you work at?

- ☐ University of Auckland
- ☐ Auckland University of Technology
- ☐ Lincoln University
- ☐ Massey University
- ☐ University Canterbury
- ☐ University of Otago
- ☐ University of Waikato
- ☐ Victoria University of Wellington
- ☐ Polytechnic/Wānanga

Display This Question:

If Which tertiary institution do you work at? = Polytechnic/Wānanga

Please provide name of the Polytechnic or Wānanga.

What is your subject area? Check all that apply. (Classification of subject areas is based on [ANZSRC Fields of Research V2.0.0](#))

- ☐ Agricultural, veterinary and food sciences
- ☐ Biological sciences
- ☐ Biomedical and clinical sciences
- ☐ Built environment and design
- ☐ Chemical sciences
- ☐ Commerce, management, tourism and services
- ☐ Creative arts and writing
- ☐ Earth sciences
- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Environmental sciences
- ☐ Health sciences
- ☐ History, heritage and archaeology
- ☐ Human society
- ☐ Indigenous studies
- ☐ Information and computing sciences
- ☐ Language, communication and culture
- ☐ Law and legal studies
- ☐ Mathematical sciences
- ☐ Philosophy and religious studies
- ☐ Physical sciences
- ☐ Psychology

End of Block: Demographic Questions

Start of Block: Your Use of Textbooks

How often do the courses you teach into have prescribed textbooks?

[For the purposes of this survey, a prescribed textbook is: set as a "required," "prescribed" or "essential" resource for students enrolled in your courses; either print or electronic.]

	Never	Rarely	Often	Frequently	Always
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How often do the courses you teach into have prescribed textbooks? [For the purposes of this su... = Rarely

Or How often do the courses you teach into have prescribed textbooks? [For the purposes of this su... = Often

Or How often do the courses you teach into have prescribed textbooks? [For the purposes of this su... = Frequently

Or How often do the courses you teach into have prescribed textbooks? [For the purposes of this su... = Always

In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textbook?

	None	Very Few	Some	Most	All
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb... = 1 [Very Few]

Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb... = 1 [Some]

Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb... = 1 [Most]

Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb... = 1 [All]

Which level courses do you mostly use textbooks for? Select all that apply.

- ☐ 100 level
- ☐ 200 level
- ☐ 300 level
- ☐ 400 level
- ☐ Postgraduate level

Display This Question:

If In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb...
= 1 [Very Few]
Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb...
= 1 [Some]
Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb...
= 1 [Most]
Or In 2020, how many courses have you taught/co-ordinated where you have selected a prescribed textb...
= 1 [All]

How do you use prescribed textbooks in your courses?

	Never	Rarely	Often	Frequently	Always
Course is structured around textbook structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using publisher's textbook platform, including supplemental materials for activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks are used within lectures and/or tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One or two chapters from textbook are set readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over half of textbook is set as readings throughout course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Your Use of Textbooks

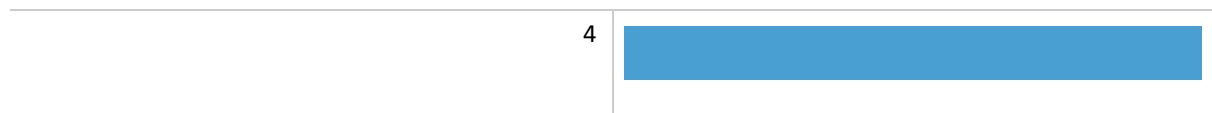
Start of Block: Student experience of textbooks

In your experience, what do students think about prescribed textbooks? Please indicate your response to the following statements.

	Never	Rarely	Sometimes	Often	Always
Students find it scaffolds their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students say the cost of textbooks is a problem for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students say access to the textbook is an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students say they don't use the textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What percentage of students do you think buy textbooks?

0 10 20 30 40 50 60 70 80 90 100



If selecting a textbook, do you consider the academic impact on students who might not have access to and/or have difficulty accessing the prescribed textbook?

	Never	Rarely	Sometimes	Often	Always
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Student experience of textbooks

Start of Block: Selecting a textbook

Thinking about the environment at your current institution, who/what influences textbook selection?

	Never	Rarely	Sometimes	Often	Always
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme co-ordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional/departmental practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you decide to use a textbook, what factors influence your textbook selection?

	Never	Rarely	Sometimes	Often	Always
Subject content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical/cultural relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority/Expertise of authors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price (for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price (for university library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of supplemental materials (e.g. quizzes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability as an e-book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/> Have never used a textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If selecting a textbook for a course, do you take into account the textbooks required in other courses your students are likely to take?

	N/A	Never	Rarely	Sometimes	Often	Always
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What options do you make available for students who do not purchase the textbook? Select all that apply.

- ☐ Request University Library purchase copies
- ☐ Request library copies are added to reserve/High Demand collections
- ☐ Provide information about alternate options (e.g. earlier editions)
- ☐ Provide alternative content (e.g. via a Learning Management System)
- ☐ Other _____
- ☐ None
- ☐ N/A

End of Block: Selecting a textbook

Start of Block: Textbooks during the COVID-19 Lockdown

Did you experience any issues with students accessing prescribed textbooks during the COVID-19 lockdown?

- ☐ Yes
- ☐ No

Display This Question:

If Did you experience any issues with students accessing prescribed textbooks during the COVID-19 lockdown? = Yes

Please provide further information about the issues you experienced.

Has your approach to textbooks changed post-COVID-19 lockdown?

☐ Yes

☐ No

Display This Question:

If Has your approach to textbooks changed post-COVID-19 lockdown? = Yes

Please provide further details about how your approach has changed.

Open textbooks (OTs) are freely available online, do not require logins and can be printed, adapted and shared.

Have you ever searched for open textbooks in your discipline?

☐ Yes, and I've found some.

☐ Yes, but I couldn't find relevant textbooks.

☐ No, I'm not sure where to look.

☐ No, I'm not aware of open textbooks.

☐ Not sure

Display This Question:

If Have you ever searched for open textbooks in your discipline? = Yes, and I've found some.

Please provide details about the open textbooks you found. Did you prescribe the textbook? What was the title? Why did you choose it?

Display This Question:

If Have you ever searched for open textbooks in your discipline? = Yes, but I couldn't find relevant textbooks.

Please comment on the types of open textbooks you did find.

Do you perceive benefits in using an open textbook? Please comment.

End of Block: Textbooks during the COVID-19 Lockdown

Appendix 2: Open Textbooks Already in Use at UC

Course	Author	Year	Title	URL
FREN120; FREN121	COERLL	n.d.	Francais Interactif	www.laits.utexas.edu/fi
COSC122	Miller, B. & Ranum, D.	n.d.	Problem Solving with Algorithms and Data Structures using Python	https://runestone.academy/runestone/books/published/pythonds/index.html
ENGR403	Spearpoint, Michael	2008	Fire Engineering Design Guide	https://ir.canterbury.ac.nz/handle/10092/15062
ENNR422	Allen, R. G., Pereira, L. S., Raes, D., & Smith, M.	1998	Crop evapotranspiration - Guidelines for computing crop water requirements - FAO Irrigation and drainage paper 56	http://www.fao.org/3/X0490E/x0490e00.htm
ENNR422	United States Department of Agriculture	2008	Stream Restoration Design (National Engineering Handbook 654)	https://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/water/manage/restoration/?cid=stelprdb1044707
ENNR422	Ritzema, H. P.	1994	Drainage principles and applications, 2nd ed. compl. rev.	https://edepot.wur.nl/149491
GIS411	Lovelace, Robin, Jakub Nowosad, and Jannes Muenchow	2020	Geocomputation with R	https://geocompr.robinlovelace.net/.
GIS412	Lovelace, Robin, Jakub Nowosad, and Jannes Muenchow	2019	Geocomputation with R	https://geocompr.robinlovelace.net/.
GIS412	Grolemund, Garrett.	2014	Hands-on Programming with R: Write Your Own Functions and Simulations	https://rstudio-education.github.io/hopr/
MATH270; EMTH271	Moler, Cleve	2011	Experiments with MATLAB	https://au.mathworks.com/moler/exm/chapters.html
MATH270; EMTH271	Moler, Cleve	2004	Numerical Computing with MATLAB	https://au.mathworks.com/moler/chapters.html
MATH411	Milne, J. S.	1996 (2020 latest update)	Course Notes	http://www.jmilne.org/math/CourseNotes/ft.html

MATH443	Trench, William	2003 (2012 updat ed)	Introduction to Real Analysis	http://ramanujan.math.trinity.edu/wtrench/misc/index.shtml
MBIS603	Edied work	2013	CHANGE by OpenMind	https://www.bbvaopenmind.com/wp-content/uploads/2014/01/BBVA-OpenMind-book-Change-19-key-essays-on-how-internet-is-changing-our-lives-Technology-Internet-Innovation.pdf
PHYS328; PHYS426	Gettelman, A. & Rood, R.B.	2016	Demystifying climate models	http://www.demystifyingclimate.org/
STAT317; STAT456; FINC323; ECON323; ECON614; ECON663	Shumaway & Stoffer	2016	Time Series Analysis & Its Application (3rd ed.)	https://www.stat.pitt.edu/stoffer/tsa4/tsa4.pdf
STAT317; STAT456; FINC323; ECON323; ECON614; ECON663	Coghlan, A.	2018	Little Book of R for Time Series	https://buildmedia.readthedocs.org/media/pdf/a-little-book-of-r-for-time-series/latest/a-little-book-of-r-for-time-series.pdf
STAT448	James, G., Witten, D., Hastie, T., & Tibshirani, R.	2013	An introduction to Statistical Learning	http://www-bcf.usc.edu/~gareth/ISL/ISLR%20Seventh%20Printing.pdf
STAT448	Hastie, T., Tibshirani, R., & Friedman, J.	2009	The elements of statistical learning: data mining, inference and prediction (2nd ed)	https://web.stanford.edu/~hastie/Papers/ESLII.pdf
(Survey Data)	McCarthy, H., Miller, P. & Skidmore, P.	2004	Network Logic	https://www.demos.co.uk/files/networklogic.pdf
(Survey Data)	Marlin, Thomas E.	2000	Process Control, Designing Processes and Control Systems for Dynamic Performance (2nd Edition)	http://pc-textbook.mcmaster.ca/
(Survey Data)	Voelter, DSL	2013	DSL Engineering: Designing, Implementing and	http://dslbook.org/

			Using Domain-Specific Languages	
(Survey Data)	Laney, C. & Loftus, E. F.	2020	“Eyewitness Testimony and Memory Biases.” In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> .	https://nobaproject.com/modules/eyewitness-testimony-and-memory-biases